**Features of National Book Policy**

2221. SHRI SUSHILKUMAR SAMBHAJIRAO SHINDE; Wiil the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to paler to the answer to Unstarred Question 2889 given in the Rajya Sabha on the 11th December 1992 and state:

(a) the details and the features of the National Book Policy;

(b) whether a National Workshop on the subject was held recently; and

(c) if so, the details of consensus emerged at the workshop and ioilow-up action taken theraon alongwith the present status of the New BOOK: Policy and action taken at Union and State Governments level?

THE DEPUTY MINISTER IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DEPARTMENT OF EDUCATION AND DEPARTMENT OF CULTURE) (KUMARI SELJA): (a) The National Policy on Education 1986 (with modification undertaken in 1992) has spelt out the policy on Books as under: "The availability of books at low prices is indispensable for people's education. Effort will be made to secure easy accessibility to books for all segments of the population. Measures will be taken to improve the quality of books, promote the reading habit and encourage creative writing. Authors' interests will ibe protected. Good translations of foreign books into Indian languages will be supported. Special attention will be paid to the production of quality of books for children, including text books and work books."

(b) No, Sir.

(c) Does not arise.

**Demands of AIKVTA**

2222. SHRI MOHD. KHALEELUR RAHMAN: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether it is a fact that some AIKVTA leaders had announced to launch a fast unto death on 2nd February s 1993 in New Delhi;

(b) what were their demands; and

*(c)* what action has been taken thereon?

THE DEPUTY M1N1SXKR IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DEPARTMENTOF EDUCATION AND DEPARTMENT OF CULTURE) (KUMARI SELJA): (.a) to (c) According to lniOiuuuiuon furnished by Kendriya Vidyalaya Sangathan, the then. Uenerai Secretary, All india Kendriya Vidyalaya Teachers' Association (AIKVTA), had addressed a communication dated 1-2-1993 to the Commissioner, Kendriya Vidyalaya Sangathan intimating that the members of his association would launch a fast unto death in case the issue of so called 'SURPLUS' teachers is not resolved, immediately.

Keeping in view that a series of discussions have already been held between the Sangathan and the representatives of the Associations in August/October, 19y2, in Novemer, 1992 and in the Joint Consultative Machinery in December, 1992 and the fact that the Sangacnan is always prepared for further discussions with the Association on all genuine grievances to arrive at reasonable solutions, the General Secretary ot AIKVTA was advised not to resort to agitational course.

**Eviction in Pallavapuram, Madras**

2223. SHRI SUBRAMANIAN SWAMY: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether it is a fact that Archaeological Survey of India propose to evict a thousand families living in Pallavapuram area of Kancheepuram near Mladras are likely to be evicted in view of ASI undertaking excavations;

(b) whether it is also a ifact that these families have been living in the said area for the last 30 years- and

(c) if so, whether Government pro pose to allot alternative sites or ade quate compensation to the affected families?

THE DEPUTY MINISTER IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DEPARTMENT OF EDUCATION AND DEPARTMENT OF CULTURE) (KUMARI SELJA): (a) and (b) Pallavamedu (not Pai-lavapuram) in the outskirts ox Kanchipuram, District Chinglepattu M.G.R, in Tamil Nadu is a Centrally protected site. As such it is to be protected and preserved whether excavated or otherwise 'for posterity. Some persons have encroached upon a portion of the site and, therefore, attempts have been made to get them vacated and preserve the site.

(c) The State Government of Tamil Nadu have been approached for pro viding altera tive site for the affected persons.

**implementation *of* three language Formula**

2224. SHRI SUSHILKUMAR SAMBHAJIRAO SHINDE: Will the Minister o£ HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether it is a fact that Government have decided to implement thret language formula in the country;

(b) if so, to what extent thisformula has been imple wise and languuge-wise deta

(c) what are the names of the State which have fully implemented this thrmula alongwith those who hava 'lot implemented it so far; and

(d) what step are being taken by Government to fully implement the three language formula?

THE DEPUTY MINISTER IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DEPARTMENT OF EDUCATION AND DEPARTMENT OF CULTURE) (KUMARI SELJA): (a) to (d) With the exception of Tamil Nadu which is implementing a two language formula, all the States have accepted the Three Language Formula in principle. The extent of implementation varies from State to State. The State-wise and language-wise details have been given in the Annexure. *[See* Appendix CLXVI, Annexure No. 44].

2. The role of the Central Government in the matter of implementation of the Three Language Formula is recommendatory and the State Governments and UT Administrations have been urged from time to time to take steps for faithful implementation of the Formula. The Central Government have taken the following measures for assisting the States in implementing the Three Language Formula: —

(i) Training facilities for langu age teachers at school stage is pro vided through Kendriya Hindi Sansthan, Agra and its regional centres located at Delhi, Hydera bad, Mysore Guwahati and Shil long to Hindi teachers belonging to non-Hindi speaking areas and through Central Institute of Indian Languages, Mysore and its regional centres at Mysore, Patiala, Pune and Bhubaneswar to teachers of other modern Indian languages. Two Urdu Research and Training Centres at Solan and Lucknow are also imparting training for Urdu teachers.

(ii) Financial assistance is given to Non-Hindi speaking States/ UTs for appointment of Hindi teachers .

(iii) Financial assistance, is given to states for setting up Hindi teachers' Training Colleges.